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Educational Writings

REVIEWS AND BOOK NOTES

Educational and mental measurements in Virginia.—The findings of the Virginia educational survey are reported in two volumes. In the first volume, which was published late in 1919, are to be found the general reports of the Virginia Education Commission and the survey staff. In the second volume,¹ which has just come from the press, there is given the complete and detailed report of the elaborate testing program which constituted a large part of the work of the survey. The scope of the survey is indicated by the fact that more than 16,000 children, selected from schools of various types, were examined with from six to forty standardized tests each, both for their educational achievement and their level of intelligence.

The broad purpose of the survey staff in undertaking such an elaborate scale of testing is significant of the larger results which may come from the application of educational measurements. The division of tests had three major ends in view, which were as follows:

First, to measure by standard tests the results of instruction; secondly, to establish standards of accomplishment for certain educational conditions peculiar to the South and exemplified in Virginia; thirdly, to stimulate teachers and others in the state to an increased interest in and understanding of the modern educational methods involved. These three projects appeared to warrant the introduction into a state survey of an instrument which had already proved its value in many city and local surveys [p. ix].

The resulting scores from the tests show that there is need in the South of a different set of standards than those which have been applied in the northern and western states. The fact that the majority of school systems in the southern states have a seven-year elementary school renders inapplicable the norms for cities in other parts of the country. Furthermore, the averages for classes in negro schools show marked variations from general standards. Still another contrast which is clearly evident is that between the work of the small rural school and the better organized city system. The data from the tests are classified in such a manner that these comparisons can readily be made. The number of cases tested, as shown below, seems ample for a representative

¹ M. E. HAGGERTY and others, *Virginia Public Schools: Part II—Educational Tests*. Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. xii+230. \$2.40.

sampling, with the possible exception of the group of pupils from colored high schools.

Of these sixteen thousand children about five thousand were in grades three to seven of rural white schools. More than one thousand were in grades one and two of these same schools. The additional six thousand white children were in grades one to seven [or eight] of urban schools and in the first year of twenty-five urban and rural high schools. In all, about three thousand colored children were examined, fifteen hundred of whom were in rural schools and one hundred and fifty of whom were in the first year of the colored high schools of Richmond city and Norfolk city. For comparative purposes all the children in the Whittier School at Hampton Institute were examined [pp. 4-5].

The detailed results of the tests are too numerous for mention in the space of a review. The subjects investigated included reading, spelling, handwriting, arithmetic, English composition, and algebra. In addition to these educational tests, the pupils were also given the Haggerty Intelligence Examinations, Delta I and II. The results of these tests are summed up in two stimulating chapters, in which their application to the problem of classification is made the central issue.

Illustrative of the results of the tests are the three following paragraphs:

Richmond is the only school district in the state making provision for the gifted children in special classes.

By every measure applied the one-room school is the poorest educational institution in the state. The pupils in these schools are not getting a square deal.

The pupils in colored schools make a creditable showing in the tests, grade for grade, as compared with the white pupils. They are, however, almost uniformly from one to one and a half years older than the white children in the same grade and have been in school one year longer [p. 12].

In addition to the value of the results of the tests, the co-operative method by which they were given deserves favorable comment. The fact that "two hundred and fifty prospective teachers, fifty teachers now in service, twenty public school administrators and twenty-one professors in normal schools and colleges engaged from one week to two months each in the giving and scoring of tests" means much for the application of tests and measurements in a state which previously had attempted little in this field.

The report is well organized, and the data are presented in effective form. The survey furnishes an interesting comparison between the educational problems in the North and the South, as far as Virginia is typical of the southern states.

Making a school serve its community.—The tendency in modern educational administration to apply to school problems the principles of efficiency which are the basis of successful industrial organization is exemplified by Mr. Boyer in his study¹ of the Stanton-Arthur School in the city of Philadelphia. It may

¹ PHILIP ALBERT BOYER, *The Adjustment of a School to Individual and Community Needs*. Philadelphia: University of Pennsylvania, 1920. Pp. 141.